Research as a Basis for Teaching

Professor Emeritus David Hopkins

1

2

3

The story is always about moral purpose

I know if I need extra help or to be challenged to do better I will get the right support

My parents are involved in the school

I belong here

I know how I am being assessed and what I need to do to improve my work

I get to learn lots of interesting and different subjects

I can get the job that I want

I know what good work looks like and can help myself to learn

I can work well with and learn from many others as well as my teacher

I know what my learning objectives are and feel in control of my learning

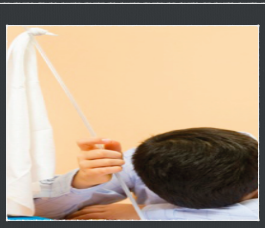
I use computers to help me learn

All these.. whatever my background, whatever my abilities, wherever I start from

4

What do we know about successful systems?

1. The quality of a system or school cannot exceed the quality of its people
2. The only way to improve student outcomes is to improve the quality of teaching
3. High performance requires every child to succeed

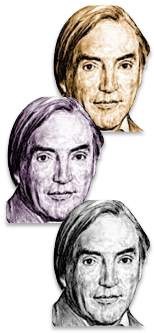


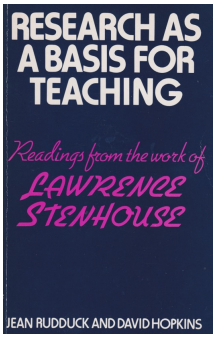
5

IS THIS FAMILIAR?

350 - Classroom at the University of Bologna , Laurentius de Voltolina

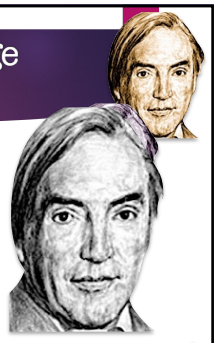
6





7

Authority and Knowledge



Lawrence Stenhouse's work was characterized by a deep curiosity about the relationship between authority and knowledge. He described the key problem in this way –

"We produce through education a majority who are ruled by knowledge, not served by it – an intellectual, moral and spiritual proletariat characterized by instrumental competencies rather than autonomous power."

8

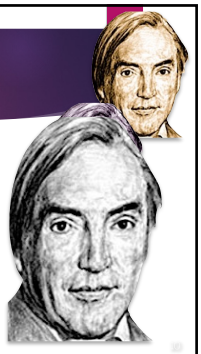
Emancipation

Stenhouse saw the solution as a process of emancipation –

"My theme is an old-fashioned one – emancipation . . . The essence of emancipation as I conceive it is the intellectual, moral and spiritual autonomy which we recognise when we eschew paternalism and the role of authority and hold ourselves obliged to appeal to judgement."

9

Nature of Knowledge

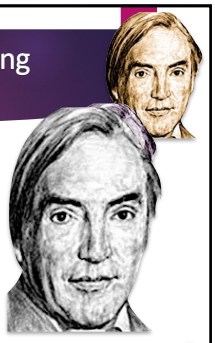


Research knowledge only becomes useful when it is subjected to the discipline of practice through the exercise of the teacher's professional judgement.

For, as Lawrence Stenhouse said many years ago, such proposals are not to be regarded **"as an unqualified recommendation, but rather as a provisional specification claiming no more than to be worth putting to the test of practice. Such proposals claim to be intelligent rather than correct."**

10

How Research Improves Teaching



The capacity of research to improve teaching depends on - and in turn feeds and strengthens – the teacher's professional judgment.

Research can only markedly improve the art of teaching if it:

1. Offers hypotheses (i.e. tentative conclusions) whose applications can be verified because they can be tested in the classroom by the teacher.

OR

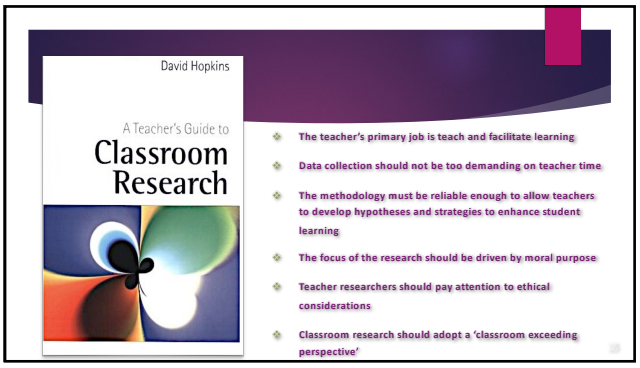
2. Offers descriptions of cases or retrospective generalizations about cases sufficiently rich in detail to provide a comparative context in which to judge better one's own case.

11

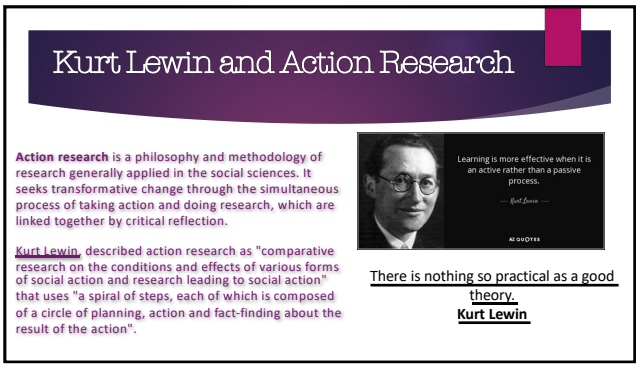
Professional Development

"In short the outstanding characteristic of the extended professional teacher is a capacity for autonomous professional self-development through systematic self-study, through the study of the work of other teachers and through the testing of ideas by classroom research procedures."

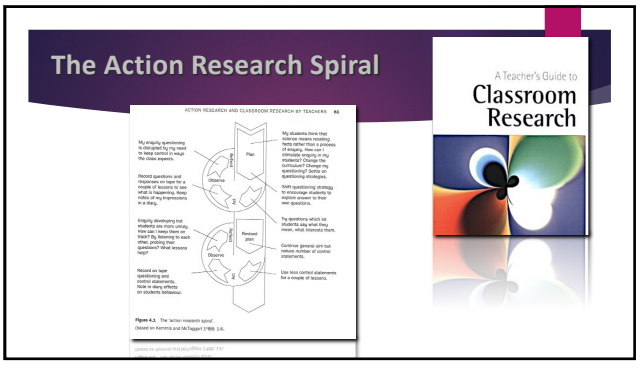
12


David Hopkins
A Teacher's Guide to
Classroom
Research
The teacher's primary job is teach and facilitate learning
Data collection should not be too demanding on teacher time
The methodology must be reliable enough to allow teachers to develop hypotheses and strategies to enhance student learning
The focus of the research should be driven by moral purpose
Teacher researchers should pay attention to ethical considerations
Classroom research should adopt a 'classroom exceeding perspective'

13


Kurt Lewin and Action Research
Action research is a philosophy and methodology of research generally applied in the social sciences. It seeks transformative change through the simultaneous process of taking action and doing research, which are linked together by critical reflection.
Kurt Lewin, described action research as "comparative research on the conditions and effects of various forms of social action and research leading to social action" that uses "a spiral of steps, each of which is composed of a circle of planning, action and fact-finding about the result of the action".
Learning is more effective when it is an active rather than a passive process.
There is nothing so practical as a good theory.
Kurt Lewin

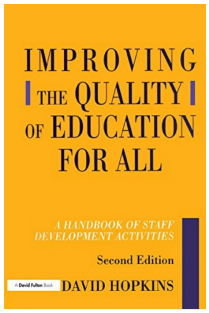
14


The Action Research Spiral
A Teacher's Guide to
Classroom
Research

15

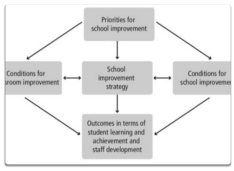
Three Generations of School Improvement Programmes

- Improving the Quality of Education for All
- Curiosity and Powerful Learning
- Unleashing Greatness



16

Improving the Quality of Education for All



- The journey of school improvement – we travel as Pilgrims not as Nomads
- Not so much a program – more a way of life …

17

Curiosity and Powerful Learning

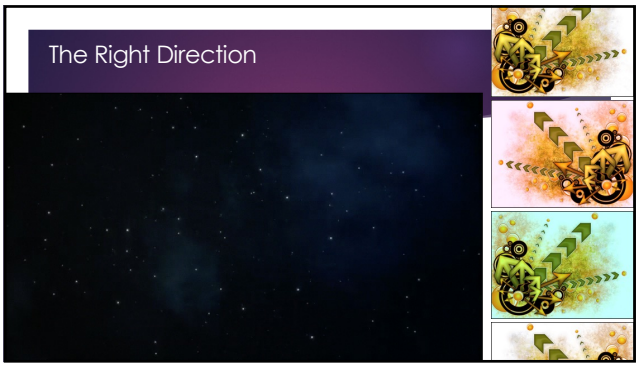
01

Northern Region

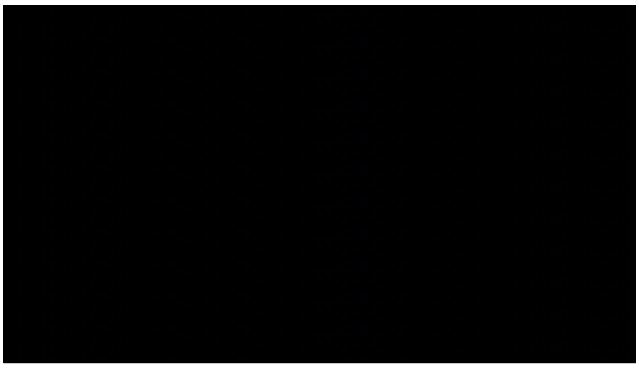
02

Instructional Rounds

18



19



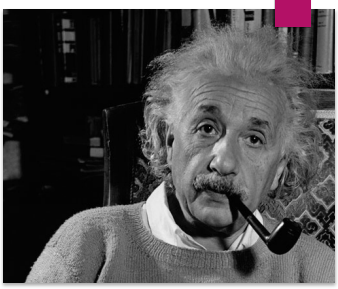
20

Curiosity matters...

- academic success...
- job performance...
- relationships...
- life satisfaction...
- problem-solving...
- longevity...

21

- "Curiosity is a delicate little plant, which aside from stimulation, stands mainly in need of freedom"

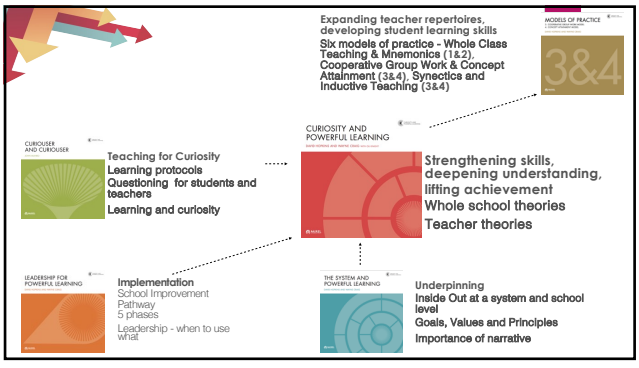


22

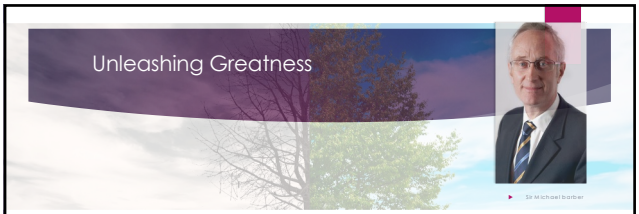
CURIOUS

If we want our students to be , we have to teach them

23



24



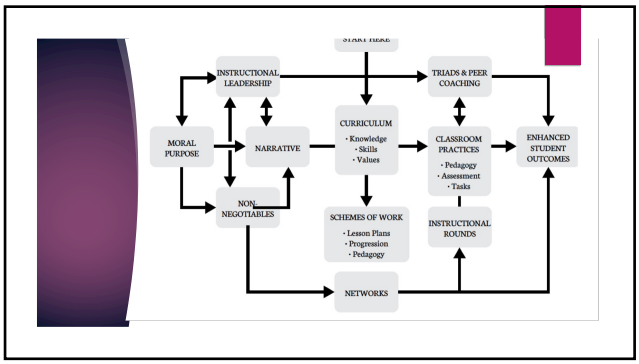
As Michael Barber once memorably pointed out, one can mandate the move from awful to adequate and fair to good, but as one progresses, one needs to 'unleash greatness'.

25

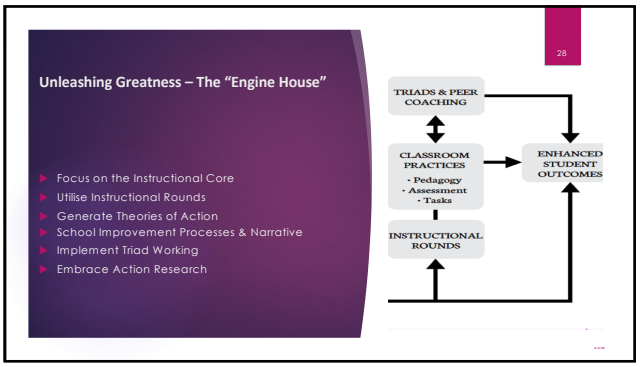
1. Clarify Moral Purpose
2. Focus on Classroom Practice
3. Decide on the Non-negotiables
4. Articulate the Narrative
5. Instructional Rounds & Theories of Action
6. Triads and Peer Coaching
7. Instructional Leadership
8. Network

Unleashing Greatness
-
The Eight Steps

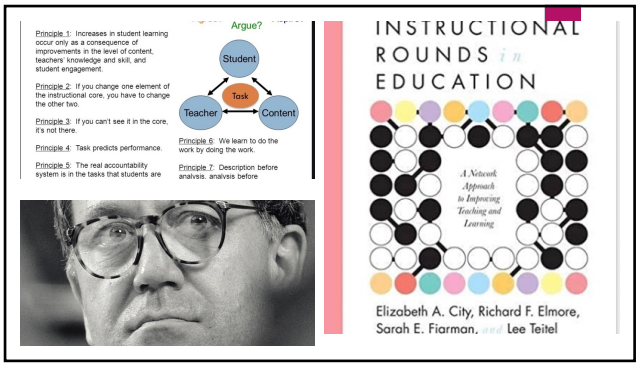
26



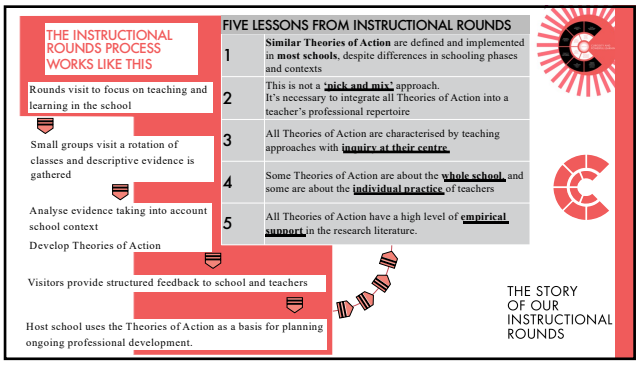
27


28
Unleashing Greatness – The "Engine House"
Focus on the Instructional Core
Utilise Instructional Rounds
Generate Theories of Action
School Improvement Processes & Narrative
Implement Triad Working
Embrace Action Research
TRIADS & PEER COACHING
CLASSROOM PRACTICES
· Pedagogy
· Assessment
· Tasks
ENHANCED STUDENT OUTCOMES
INSTRUCTIONAL ROUNDS

28


Argue?
Principle 1: Increases in student learning occur only as a consequence of improvements in the level of content, teachers' knowledge and skill, and student engagement.
Principle 2: If you change one element of the instructional core, you have to change the other two.
Principle 3: If you can't see it in the core, it's not there.
Principle 4: Task predicts performance.
Principle 5: The real accountability system is in the tasks that students are
Student
Task
Teacher
Content
Principle 6: We learn to do the work by doing the work.
Principle 7: Description before analysis, analysis before
INSTRUCTIONAL ROUNDS in EDUCATION
A Network Approach to Improving Teaching and Learning
Elizabeth A. City, Richard F. Elmore, Sarah E. Fiarman, and Lee Teitel

29


THE INSTRUCTIONAL ROUNDS PROCESS WORKS LIKE THIS
Rounds visit to focus on teaching and learning in the school
Small groups visit a rotation of classes and descriptive evidence is gathered
Analyse evidence taking into account school context
Develop Theories of Action
Visitors provide structured feedback to school and teachers
Host school uses the Theories of Action as a basis for planning ongoing professional development.
FIVE LESSONS FROM INSTRUCTIONAL ROUNDS
1 Similar Theories of Action are defined and implemented in most schools, despite differences in schooling phases and contexts
2 This is not a 'nick and mix' approach. It's necessary to integrate all Theories of Action into a teacher's professional repertoire
3 All Theories of Action are characterised by teaching approaches with inquiry at their centre.
4 Some Theories of Action are about the whole school, and some are about the individual practice of teachers
5 All Theories of Action have a high level of empirical support in the research literature.
THE STORY OF OUR INSTRUCTIONAL ROUNDS

30

As a result of our "inside-out" work on Instructional Rounds we have identified ten *Theories of Action* that when taken together promote curiosity.

Six Theories of Action for the Teacher

Prioritise High Expectations & Authentic Relationships

Emphasise Enquiry Focused Teaching

Adopt Consistent Teaching Protocols

Adopt Consistent Learning Protocols

Harness Learning Intentions, Narrative & Pace

Set Challenging Learning Tasks

Frame Higher Order Questions

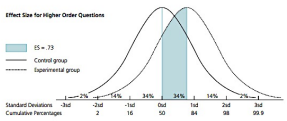
Connect Feedback to Data

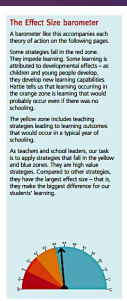
Commit to Assessment for Learning

Implement Cooperative Groups

31

CURIOSITY &POWERFUL LEARNING: EFFECT SIZE





32

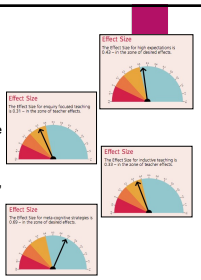
Four Whole School Theories of Action

Prioritise High Expectations & Authentic Relationships
If schools and teachers prioritise high expectations and authentic relationships, *then* curiosity will flourish

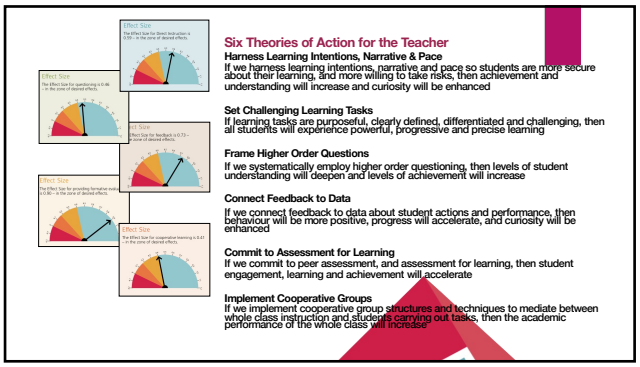
Emphasise Enquiry Focused Teaching
If enquiry is a defining characteristic of a school's culture, *then* the level of student achievement and curiosity will increase

Adopt Consistent Teaching Protocols
If we adopt consistent teaching protocols, *then* student behaviour, engagement, learning and curiosity will be enhanced

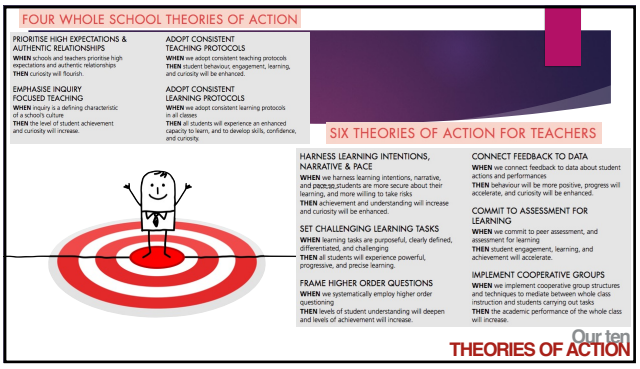
Adopt Consistent Learning Protocols
If we adopt consistent learning protocols in all classes, *then* all students will experience an enhanced capacity to learn, and to develop skills, confidence and curiosity



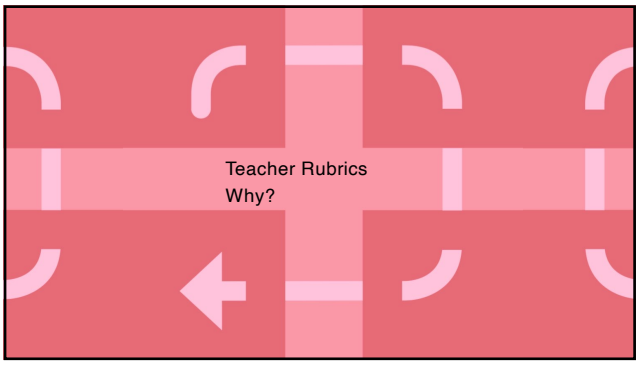
33


Six Theories of Action for the Teacher
Harness Learning Intentions, Narrative & Pace
If we harness learning intentions, narrative and pace so students are more secure about their learning, and more willing to take risks, then achievement and understanding will increase and curiosity will be enhanced
Set Challenging Learning Tasks
If learning tasks are purposeful, clearly defined, differentiated and challenging, then all students will experience powerful, progressive and precise learning
Frame Higher Order Questions
If we systematically employ higher order questioning, then levels of student understanding will deepen and levels of achievement will increase
Connect Feedback to Data
If we connect feedback to data about student actions and performance, then behaviour will be more positive, progress will accelerate, and curiosity will be enhanced
Commit to Assessment for Learning
If we commit to peer assessment, and assessment for learning, then student engagement, learning and achievement will accelerate
Implement Cooperative Groups
If we implement cooperative group structures and techniques to mediate between whole class instruction and students carrying out tasks, then the academic performance of the whole class will increase

34


FOUR WHOLE SCHOOL THEORIES OF ACTION
PRIORITISE HIGH EXPECTATIONS & AUTHENTIC RELATIONSHIPS
WHEN schools and teachers prioritise high expectations and authentic relationships
THEN curiosity will flourish.
EMPHASISE INQUIRY FOCUSED TEACHING
WHEN inquiry is a defining characteristic of a school's culture
THEN the level of student achievement and curiosity will increase.
ADOPT CONSISTENT TEACHING PROTOCOLS
WHEN we adopt consistent teaching protocols
THEN student behaviour, engagement, learning, and curiosity will be enhanced.
ADOPT CONSISTENT LEARNING PROTOCOLS
WHEN we adopt consistent learning protocols in all classes
THEN all students will experience an enhanced capacity to learn, and to develop skills, confidence, and curiosity.
SIX THEORIES OF ACTION FOR TEACHERS
HARNESS LEARNING INTENTIONS, NARRATIVE & PACE
WHEN we harness learning intentions, narrative, and pace so students are more secure about their learning, and more willing to take risks
THEN achievement and understanding will increase and curiosity will be enhanced.
SET CHALLENGING LEARNING TASKS
WHEN learning tasks are purposeful, clearly defined, differentiated, and challenging
THEN all students will experience powerful, progressive, and precise learning.
FRAME HIGHER ORDER QUESTIONS
WHEN we systematically employ higher order questioning
THEN levels of student understanding will deepen and levels of achievement will increase.
CONNECT FEEDBACK TO DATA
WHEN we connect feedback to data about student actions and performances
THEN behaviour will be more positive, progress will accelerate, and curiosity will be enhanced.
COMMIT TO ASSESSMENT FOR LEARNING
WHEN we commit to peer assessment, and assessment for learning
THEN student engagement, learning, and achievement will accelerate.
IMPLEMENT COOPERATIVE GROUPS
WHEN we implement cooperative group structures and techniques to mediate between whole class instruction and students carrying out tasks
THEN the academic performance of the whole class will increase.
Our ten
THEORIES OF ACTION

35


Teacher Rubrics
Why?

36

Teacher Rubrics

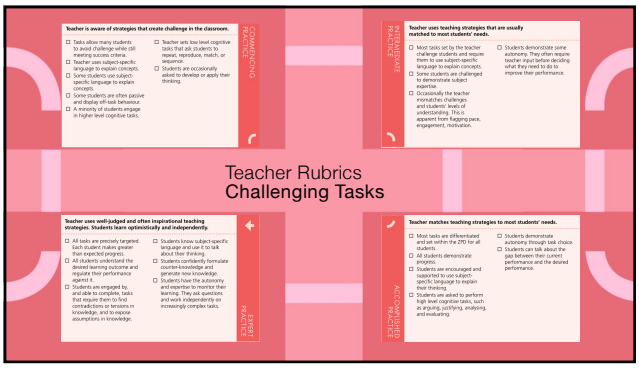
Four purposes for teachers

1. Clearly set out the habits, behaviours, and performance expectations of high quality teaching
2. Support personal reflection by teachers about where their practice falls on the continuum
3. Provide a common reference point and language for teachers and school leaders when discussing teaching practice and performance
4. Inform planning for professional learning and development

Three outcomes for students

ENSURING MASTERY	Teachers plan with an unrelenting focus on high standards to ensure all students achieve mastery
CONTINUAL DEVELOPMENT	Every action and every communication is focussed on the individual student's ability to constantly grow and improve
LONGEVITY	All students set and achieve their goals, and all students are ready for post-school education and employment

37



38

39

PEER COACHING - WORKSHOP & WORKPLACE

- Theory
- Demonstrate
- Practice
- Feedback
- Peer Coaching

Workshop - "Expert" coaching

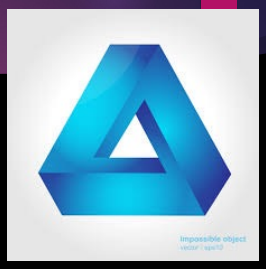
Workplace - Peer coaching

- School Improvement Team
- Teacher Planning Teams
- Peer Observation
- School Networks

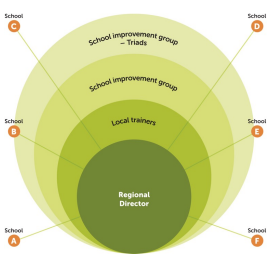
40

TRIADS

- Following Workshop
- Groups of three
- Meet regularly
- Observe in pairs using protocols
- Soon after discuss data
- Then share with the other
- Repeat cycle with the other
- Meet every half term to review and record progress

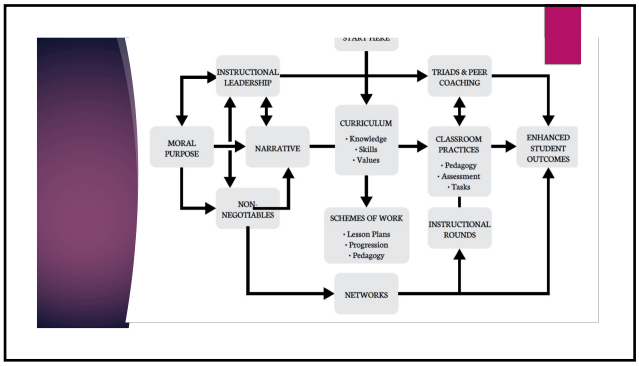


41

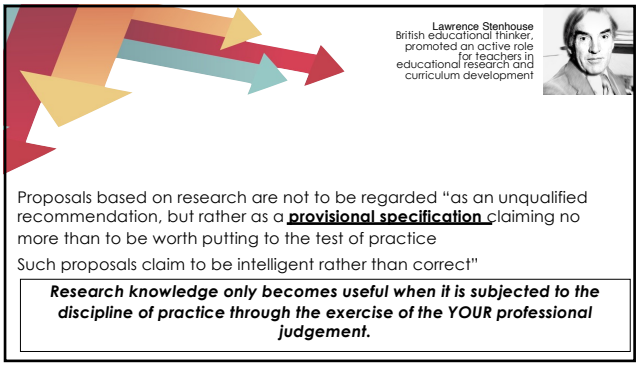


Networked Action Research

42


INSTRUCTIONAL LEADERSHIP
TRIADS & PEER COACHING
MORAL PURPOSE
NARRATIVE
CURRICULUM
• Knowledge
• Skills
• Values
CLASSROOM PRACTICES
• Pedagogy
• Assessment
• Tasks
ENHANCED STUDENT OUTCOMES
NON-NEGOTIABLES
SCHEMES OF WORK
• Lesson Plans
• Progression
• Pedagogy
INSTRUCTIONAL ROUNDS
NETWORKS

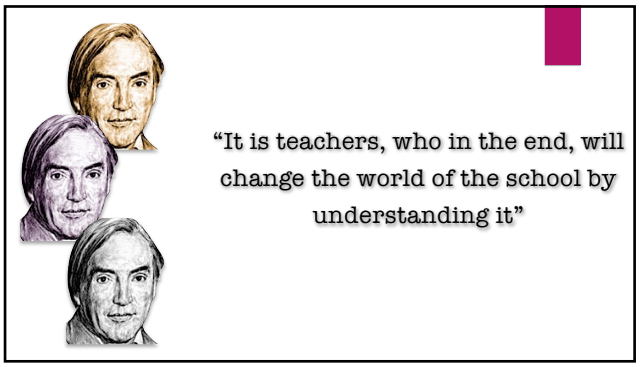
43


Lawrence Stenhouse
British educational thinker, promoted an active role for teachers in educational research and curriculum development
Proposals based on research are not to be regarded "as an unqualified recommendation, but rather as a provisional specification claiming no more than to be worth putting to the test of practice
Such proposals claim to be intelligent rather than correct"
Research knowledge only becomes useful when it is subjected to the discipline of practice through the exercise of the YOUR professional judgement.

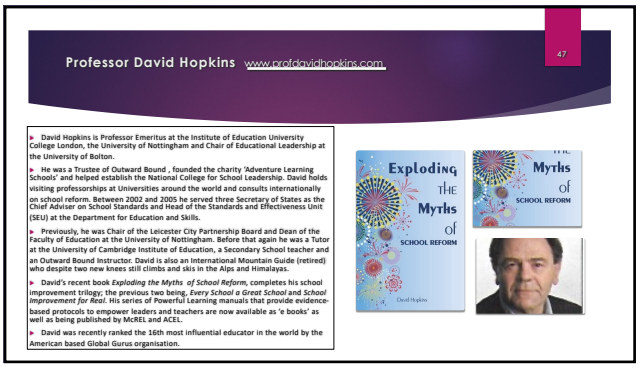
44


THE WORLD EXPERT IN YOUR SCHOOL...
YOU!

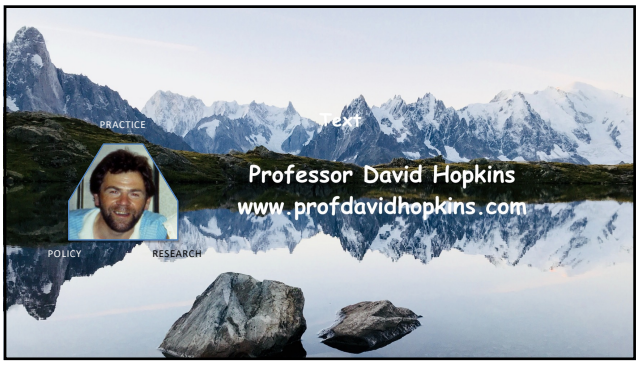
45


"It is teachers, who in the end, will change the world of the school by understanding it"

46


Professor David Hopkins www.profdavidhopkins.com
47
David Hopkins is Professor Emeritus at the Institute of Education University College London, the University of Nottingham and Chair of Educational Leadership at the University of Bolton.
He was a Trustee of Outward Bound , founded the charity 'Adventure Learning Schools' and helped establish the National College for School Leadership. David holds visiting professorships at Universities around the world and consults internationally on school reform. Between 2002 and 2005 he served three Secretary of States as the Chief Adviser on School Standards and Head of the Standards and Effectiveness Unit (SEU) at the Department for Education and Skills.
Previously, he was Chair of the Leicester City Partnership Board and Dean of the Faculty of Education at the University of Nottingham. Before that again he was a Tutor at the University of Cambridge Institute of Education, a Secondary School teacher and an Outward Bound Instructor. David is also an International Mountain Guide (retired) who despite two new knees still climbs and skis in the Alps and Himalayas.
David's recent book Exploding the Myths of School Reform, completes his school improvement trilogy; the previous two being, Every School a Great School and School Improvement for Real. His series of Powerful Learning manuals that provide evidence-based protocols to empower leaders and teachers are now available as 'e books' as well as being published by McREL and ACEL.
David was recently ranked the 16th most influential educator in the world by the American based Global Gurus organisation.
Exploding THE Myths of SCHOOL REFORM
Myths of SCHOOL REFORM

47


PRACTICE
TEXT
Professor David Hopkins
www.profdavidhopkins.com
POLICY
RESEARCH

48